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ABSTRACT

This eighth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in effectively utilizing the opportunities available in their community to provide service to, and maintain liaison with, the organizations and agencies within the community. The terminal objective for the module is to work with members of the community in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a community involvement questionnaire, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED154216

MODULE

G-8

Work with Members of the Community

MODULE G-8 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

No school can function effectively in isolation from its community. This is especially true of vocational education programs. The vocational program in a local school will be supported by a community when that community believes the program is providing the kind of education and services it needs and desires.

The community, and businesses and industries within the community, can support the vocational program in many ways in addition to providing tax dollars. For example, they provide cooperative program work stations, display space for vocational education promotions, guest speakers to assist with instruction, equipment and materials at reduced or no cost, field trip opportunities, and advisory and consulting services.

Members of community organizations, businesses, and agencies cannot be expected to provide full support and cooperation unless they understand the aims, purposes, and accomplishments of the vocational program. People are reluctant to support that which they don't know about. But, people are very willing to support a program which they know aims to improve the community and the life of the people in it. If you have a program or are developing a program which is understood and wanted by the community, they will be more disposed to support you.

How do you know you are developing a program which the community will find acceptable? Unless you have your finger on the pulse of your community, you may not know. To keep in touch with the community and gain the support of community organizations, agencies, and businesses, vocational educators need to become actively involved in a number of ways. Vocational teachers and administrators may—

- serve in community civic, service, or social organizations
- serve in professional nonvocational organizations
- provide consultant services to local businesses and industries
- maintain communication with community professional, service, fraternal, and social organizations
- work cooperatively with unions, employers, and employment agencies

The purpose of this module is to enable you to effectively utilize the opportunities available in your community to provide service to, and maintain liaison with, the organizations and agencies within the community. In this way, you will be able to (1) improve the image of your vocational education program, (2) promote greater understanding of your program's goals and purposes, and (3) provide a program which is, in fact, responsive to your community's needs and interests.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, work with members of the community. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience III*).

Enabling Objectives

1. After completing the required reading, demonstrate knowledge of the reasons for, and the methods of, working with members of the community (*Learning Experience I*).
2. After locating businesses and organizations which relate to your vocational service area, plan how you could work with them (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A vocational teacher skilled in working with community members with whom you can consult.

Learning Experience II

Required

Businesses or organizations related to your vocational service area with which you might be able to work.

A resource person to evaluate your plans for working with businesses or organizations.

Optional

A vocational teacher and/or administrator skilled in community relations with whom you can discuss your written plan for working with a business or organization.

Learning Experience III

Required

An actual school situation in which, as part of your teaching duties, you can work with members of the community.

A resource person to assess your competency in working with members of the community.

This module covers performance element numbers 249–256 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

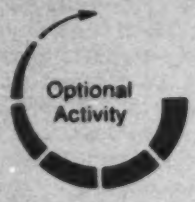
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the reasons for, and methods of, working with members of the community.

You will be reading the information sheet, Working with Community Members, pp. 6–12.



You may wish to meet with a vocational education teacher experienced in working with community members to discuss the methods he/she uses.

You will be demonstrating knowledge of the reasons for, and methods of, working with members of the community by completing the Self-Check, pp. 13–15.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

Activity

For information about (1) why vocational teachers should enter into the life of the community and relate their programs to community concerns, (2) how you can make contributions to the community and at the same time benefit the vocational program, and (3) how you can maintain communication between the community and your program, read the following information sheet:

WORKING WITH COMMUNITY MEMBERS

It is a truism that vocational education programs exist to serve. They directly serve the students who are enrolled, and, only a little less directly, they serve the school as a whole, the general community, occupational groups, employers, and the total business and industrial establishment. Vocational programs cannot, however, serve fully and effectively unless they are known, understood, and supported by their constituent communities.

The community needs to know, among other things, what programs are available, how well they are training their students, how effectively they are utilizing their present resources, and what their future needs are. Through such knowledge and understanding can come community support for vocational education. Support is needed for a great number of educational activities such as school funding, cooperative training arrangements, identification of occupational trainees, student field experiences, and advice and consultation.

As an integral and important part of the community, the vocational program (and the individual vocational teacher) has a corresponding obligation to support and serve many segments of the community. Teachers have special knowledge and skill that can be put to good use to help fill community needs. In addition, they are in a unique position to channel and direct the energies of youth toward worthwhile community purposes. Teachers can represent their specialty areas in community planning, and they can contribute ideas and effort to a wide variety of community projects.

Vocational teachers, therefore, should actively work to establish and maintain personal and professional relationships with many individual leaders, organizations, and businesses in their communities. Among these are employers, labor leaders, civic organizations, trade groups, and social groups. The active teacher may be involved in anything from helping to build a float for the Founder's Day Parade to giving a speech before the chamber of commerce; from organizing a metal-recycling drive to consulting with the public library about acquiring occupational periodicals. In a hundred ways, teachers can take a productive and exciting part in the life of the community in which they live and work.

This can be done through the twin concepts of **service** to the community and **liaison** with organized groups which have related interests. "Service" implies that the teacher employs available resources, personal energy and knowledge, physical facilities, and student effort to help meet specific and worthy community goals. "Liaison," a term derived from the military, means the relation maintained between units to ensure unified action. Liaison may be established through formal communication, informal conversation, group discussions, committee work, reciprocal visits, media techniques, and a variety of casual or structured ways.

As a vocational teacher, you should be familiar with the full range of possibilities for serving the community and maintaining liaison with other groups and organizations. Many ideas and suggestions for this will be presented here. However, it is neither possible nor desirable for you to join every organization, attend every kind of activity, or

contribute to every community function. An attempt to do so will spread your time and energy too thin, and the primary task of teaching may suffer as a consequence. Rather, you must choose wisely those organizations with which to become associated and those activities to which you can contribute. This should be done on the basis of good information and with regard to your own personality and abilities.[1]

Locating Contacts in the Community

Before you decide how you can become active in community affairs, you need to know something about the community and its people. You need to find out what organizations are functioning in areas related to your occupational specialty, who the leaders are, and what the special interests and concerns of the community are. The vocational teacher entering a new position will need perhaps a month or two to acquire this kind of information and to get generally acquainted with the city, town, neighborhood, or rural area in which the program operates.

One of the easiest ways to get started in gathering information is to ask fellow teachers who are more experienced. During casual conversations you can bring up the subject of community activities. Most people enjoy telling about their personal interests, and they are glad to give suggestions about community affairs. Find out what organizations other teachers belong to, and what groups have interesting projects under way.

Vocational administrators and supervisors may also be able to tell you about associations that have proven valuable to them. Because of their positions in the community, they may have a wide background of experience. Naturally, you will make up your own mind about what activities you wish to join, but conversations with teachers and administrators may furnish you with valuable leads.

By scanning the city newspapers, local papers, metropolitan magazines, and the promotional material that comes to you in the mail, you can discover organizations that have interests and concerns similar to your own. Among your sources of information, don't neglect the Yellow Pages. It may seem a bit obvious, but this section of the telephone book contains the names and addresses of professional and trade organizations, businesses and industrial concerns. If you let your fingers do the "walking" through these classifications, you can find the groups which are related to your vocational service area. As a result of a phone call, you can obtain additional information or set up an appointment with a key person.

If a vocational survey has been recently conducted in your community, it may provide you with a rich source of key names and organizations. A community survey may have been completed for recent school accreditation procedures; if so, it is available in your school administrative office. Survey data is a gold mine of information about students and their families' occupations, the business base of the community, and groups concerned with school support. This kind of data minimizes the doubts you may have about your own observations and eliminates much guesswork in making decisions.

As a person new to the area, be alert to casual contacts you may be able to make. A chance remark in talking to the gas station attendant, your hair stylist, or the clerk in the clothing store may give you clues about community events of particular interest. Talk to the suppliers and salespeople you deal with for laboratory materials to find out what is happening in the trade. Frequently, such suppliers, for reasons of their own, are active in business organizations and community affairs and are knowledgeable about people in the field.

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1. To gain skill in planning a comprehensive school-community relations effort, of which working with members of the community may be a part, you may wish to refer to Module G–1, *Develop a School-Community Relations Plan for Your Vocational Program.*

Working with Community Organizations

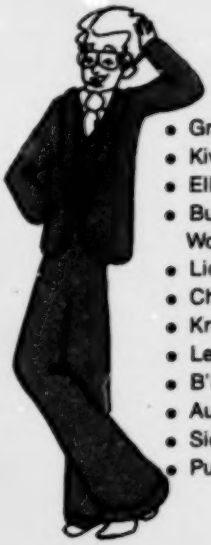
The clients directly served by a school are its students—students who come from a community environment and who are being trained to fill a useful place in the community. In order to understand your students, you must understand their environment. In order to plan programs to meet student needs and the needs of the community, you must be aware of and understand those needs.

The same community that entrusts you with the education of its members also provides financial support to operate the school. To gain support for the program, these people must be aware of program goals, and must understand your efforts in trying to reach those goals. To establish communication with the community at large, and to foster mutual understanding, you need to get involved in the community in many ways, such as by—

- participating and serving in community, civic, service, or social organizations
- opening communications and maintaining liaison with professional, service, and social organizations in the community
- participating in, and assisting with, special community events
- seeking and accepting advice and counsel from the community to make the vocational program more responsive to community needs

By joining and taking an active part in community organizations, you can develop good relations between school and community. Instead of being simply a name or an unknown member of the school staff, you become a person known to community representatives, a person to whom they can talk and relate. During the informal socializing that is a part of organizational activities, you are in an excellent position to inform people about the vocational program and relate it to their own interests. This kind of interaction can produce several beneficial outcomes: (1) it can improve the image of the vocational program; (2) it can inform the community about how it can better support the school; and (3) it can help you to make your program better serve community needs.

Each community has its unique collection of organizations which could benefit by having as one of its members a person who represents the local vocational education program. There are local affiliates of large national associations such as—



- Grange
- Kiwanis
- Elks
- Business and Professional Women's Club
- Lions
- Chamber of Commerce
- Knights of Columbus
- League of Women Voters
- B'nai B'rith
- Audubon Society
- Sierra Club
- Public Health Association

There are also a host of local special-interest groups which are formed to promote a community project, provide a local service, or fill a neighborhood need. It may take a little more diligent searching to discover local organizations, but their value may be at least as great as their national counterparts. You can participate effectively in such local interest groups as—

- Little theatre
- Library association
- Historical society
- Environment protection

- Youth fair
- Settlement house
- Arts and crafts group
- Hospital association
- Women's club
- Halfway house
- Museum association
- Symphony society

The **service** function of belonging to organizations such as these is quite apparent. Vocational teachers, like all citizens, can serve as interested members, as project workers, as leaders, and as officers. Teachers may also be able to make special contributions because of their educational backgrounds and occupational experience. The graphic arts teacher can prepare the organization's promotional publications; the carpentry teacher can build scenery or office space; the business and office teacher might keep the accounts; the home economics teacher can advise on dinner menus. The possibilities are virtually endless.

The **liaison** function may not be quite so obvious, but it is equally important. The professional, service, social, and religious organizations welcome opportunities to learn about their schools, and what the schools are doing for their younger citizens. You can provide this opportunity by serving as a liaison person between school and community organizations. You may maintain liaison either from inside the organization as an active member, or from outside as a representative to it from another public organization.

In the role of liaison person, you first need to identify key members of each organization. These key members may be the officers themselves or persons designated as the "education contact" person. Some organizations have a designated "Education Committee." By making your initial contact with an officer, you can find out who the key members for education are.

Your primary responsibility as a liaison person is that of keeping these organizations informed about vocational education. You might involve other vocational teachers and vocational students in this effort. Among the possibilities are presentations and displays presented at organization meetings, informal and formal talks, or a more elaborate production held at the school to which organization members are invited.

A second and continuing responsibility is to keep these organizations informed of the activities and functions of the vocational education program as they occur. Seeing what your program actually does will be even more convincing to others than simply hearing about the goals of the program. If they are informed about upcoming events, some organization members will want to attend, and their involvement can further promote understanding and rapport between school and community.

In your liaison work, you should not forget the "academic community." Teachers of school subjects other than vocational education, guidance personnel, and other school staff certainly need to be kept informed about the purposes and activities of your vocational program. To neglect them is to lose a major source of support and, possibly, to allow a great deal of misunderstanding to take place. Knowledge of what your program is doing can create the goodwill and cooperation vital to the success of almost any school program. As with other groups, you can maintain liaison with the academic community by keeping in contact with key individuals, by working through educational organizations, and by using basic media techniques.

There are a great number of ways to keep organizations informed. Which ones you select will depend on the particular situation, the resources available to you, and the extent of the functions and activities you sponsor. Methods of informing others include—

- Newsletters
- Brochures
- Flyers or leaflets
- Newspaper articles
- Exhibits
- Demonstrations
- Open houses
- Presentations
- Radio and television announcements
- Telephone calls
- Personal visits

Whichever approach you choose,[2] you will need to make sure that your message—

- will reach the persons you wish to reach
- will reach them at a time when they can act on it
- makes a positive and forceful impact on the recipients
- keeps the organization and its members informed regularly

Since you are representing the school to the community, be sure to keep school administrators aware of the organizational contacts which you make. As chief officers of the school, they are expected to know of your activities and questions

2. To gain skill in using these techniques, you may wish to refer to Modules G–2 through G–7.

from people in the community usually are directed to the administrators via phone calls. It can be awkward and embarrassing to the administrator to get such a call and not be able to provide an answer because he or she was not kept informed. It also reflects badly on the school and your program.

Special Community Events

A special community event may be an historic celebration, a harvest festival, a parade, a crafts fair, or a fund-raising event. These are examples of the kinds of special events that may occur in your school's locality and may be very important in the life of the community. Civic, service, religious, and social organizations often sponsor such events, and they may involve the vocational program. You should be on the lookout for ways to provide service to these events. You could help by acting as a resource person and/or by actively participating. Or, you could help by generating ideas, providing unique abilities, acting as a coordinator with the school, or encouraging students to get involved.

Special events can be a time of enjoyment, comradeship, and satisfaction for all who participate. The accomplishment of the task can foster a sense of mutual respect and gratitude. A teacher who works with others in the event shares the rewards and becomes a valued member of the community. Vocational students who serve can gain maturing personal experience and, at the same time, help increase the community's appreciation of its educational program.

Sometimes, however, the idea that the school belongs to the community results in school participation in community events which have little or no educational value. Many people request service from the school because it represents a source of free entertainment or free labor that can be tapped with a minimum of effort. Every request, especially for student services, should be carefully evaluated in terms of its potential for learning experiences. Activities that have little educational value should be rejected with a careful explanation of the school's position.

There are many occasions, however, when participation will be valuable both for the community and the vocational program. For example, a small town or inner-city neighborhood may badly need a recreation center, but not be able to find the money for it. A local service organization might decide to sponsor a musical production to help raise funds. In the vocational school, the printing teacher and his/her students might help by producing the publicity flyers; the teacher of needle trades might organize students to design and make the costumes; the carpentry class might construct the props; and the ornamental horticulture teacher and students might volunteer to supply the shrubbery needed for one of the numbers. Other students could manage the refreshment stand, keep the financial records, or act as stagehands. In a cooperative effort such as this, the teacher is contributing to the community, students are learning to become productive citizens, and everyone is helping to develop a better rapport between school and community.

Contacts with Business and Industry

As a vocational educator, you will find it essential to be in relatively close contact with local business and industry for several reasons. Such contact can help you maintain your awareness of the realities of the occupation and help you keep current in your occupational specialty. In addition, students in vocational cooperative education programs will need to be placed in local businesses and industries, and many graduating students will be seeking employment in local companies. The close contact you maintain with members of business and industry can result in their willingness to hire these students. In return, you can cooperate with and serve local business and industry in several ways. For example, you can—

- serve in local organizations other than those for vocational education
- assist with community activities sponsored by business and industry
- maintain liaison with labor union officials
- provide consultant services to local business and industry
- maintain contact with employment agencies

Trade and nonvocational organizations.—The vocational teacher can contribute toward better mutual understanding among occupations, professions, and education by taking an active role in the trade and nonvocational organizations of the community. The members of organizations that relate to your service area could benefit by knowing about your program, its purposes, and its activities. Some examples of organizations made up of workers and managers in fields related to various vocational service areas are as follows:

- National Hairdressers and Cosmetologist Association
- Association of Retail Lumber Dealers
- Automotive Service Council
- Beef Marketing Association
- Canners and Food Processors Association
- Cattlemen's Association
- Consumer Loan Association
- Dairy Council
- Restaurant Association
- Society of Engineers
- Forestry Association
- Retail Clerks Union
- National Association of Accountants

You can inform these groups about what your program is doing to meet their needs, how your training is providing students with the skills required in their occupation or profession, and how your students' competencies are related to other professions. The groups' awareness of these relationships can enhance their respect for what you are doing. At the same time, your association with them will help you keep up to date with the thinking of the business and industrial community. Again, both the service function and the liaison function of the teacher come into play.

Community business-and-industry-sponsored activities.—While there are definite limits to school involvement in community business activities, there are numerous opportunities for valuable participation in such events. Businesses and industries sponsor conferences, workshops, and conventions. Trade associations hold exhibitions and special shows. Commercial groups are involved in recycling drives, cleanup campaigns, and safety education. Firms sponsor booths at community fairs and organize career days to interest people in the work they are doing.

As in other community activities, you may be asked to act as a resource person, a conference speaker, or a group worker. Or, your students may be requested to furnish services appropriate to their knowledge and skills. If carefully considered and controlled, there may indeed be student learning opportunities in such participation, and, at the same time, a chance to become acquainted with community business leaders.

Before committing yourself and your students to these activities, however, you need to check school policy to find out what kind of involvement is permitted and how much school time may be devoted to such work. It is also important to consider whether teacher participation may involve a conflict of interest relative to the teaching position. The vocational program does not exist to help

businesses make a profit, nor should students be instilled with a special-interest point of view in the course of their education.

Labor unions.—Through your contacts with business, industry, and trade associations, you will have the opportunity to become acquainted with local unions relating to your occupational area. Members of your vocational advisory committee can also put you in touch with unions and their leaders. As a vocational teacher interested in the placement and ultimate success of your students in the labor market, you need to maintain liaison with union officials. Union leaders need to be kept informed about the number of students in your program and the character of their training. They should be invited to visit your facility and get acquainted with your students.

You and your students will want to know about union plans for its members, the possibilities for entering the occupation, and the likely wage scales. If many of your students will probably join labor unions, they need to find out about the conditions for membership, the governance of unions, and the union's relationship with the industry. All this points up the fact that a healthy rapport between a vocational education program and its associated union is very desirable.

Business consultant services.—A vocational teacher is a specialist trained and experienced in a particular occupational area. He or she is also a trained educator, skilled in working with people and helping them learn. Because of this dual training, the teacher is sometimes in a position to serve business and industry in a number of ways as a consultant. For example, the vocational teacher may be asked to—

- identify and help solve production problems
- locate sources of information and assistance
- conduct safety and/or sanitation inspections
- develop safety training programs
- prepare plans for employee orientation and personnel education programs
- prepare data-gathering instruments
- interpret governmental regulations
- review record-keeping systems
- prepare examinations for screening prospective employees

In small or less affluent communities, this kind of service might be of great importance, particularly to small and newly organized businesses. Of course, you must always realize and acknowledge your own limitations of expertise and experience and not attempt to provide consultant service beyond your ability to do so. Any information or advice must be as accurate and objective as possible.

As in other business/education relationships, there are some difficult questions of ethics and responsibility. When, for example, does a request for assistance become exploitation of the teacher? Should you accept fees for consulting service? Is there a conflict between the **needs** of business and the **purposes** of the school? If you furnish bad advice, who is liable for the results? The answers to these and other questions are specific to the situation and should be carefully explored before the work is begun. You must keep your administrator informed of the consultant service you plan to perform, and must seek counsel if there is any doubt about the propriety of the planned service.

Employment agencies.—In many vocational education areas, teachers find it essential to maintain close contact with local employment agencies. These agencies, both public and private, are one channel through which graduates of the training program typically enter the occupation. You need to establish reciprocal communication with employment agencies because each of you has something the other needs. You have a source of trained workers that is valuable to the agency; the employment agency has valuable business connections and information about available jobs for the students.

It is best to make a personal visit to the agency to become acquainted with the staff members and to gain some impression of their efficiency and ability to cooperate with you. Agency staff will need to know the kind and level of skills your graduates possess, how they were trained, and something of their general background. As a teacher concerned with the future welfare of your students, you will want to question the agency about its placement record, its standing with potential employers, and its schedule of fees. If you can supply well-prepared workers, and the agency can provide job opportunities and labor-market information, both students and the agency will benefit from your cooperation.

Summary

The vocational teacher and the vocational program are not things **apart from** the community; they are an integral **part of** the community. There are a great many ways in which you can function to provide community service and to maintain an important liaison function among the civic, business, and educational elements of community life. You should accept the responsibility, and should become knowledgeable about the opportunities for service. No teacher should attempt to be active in every aspect of community affairs, but you should carefully select activities on the basis of potential value, personal interests, and individual abilities.

You may wish to arrange through your resource person to meet with a vocational teacher who is experienced in working with members of the community. During this meeting, you could discuss organizations the teacher belongs to, services he or she provides, benefits derived from participation in organizations, etc. In addition, you may wish to get help in forming an understanding of the needs of the local community and what one may realistically hope to accomplish within that community.

The following items check your comprehension of the material in the information sheet, Working with Community Members, pp. 6–12. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. The local public health organization in your community may have little directly to do with your school. In spite of this, why might it be of value to you and your vocational program to be an active member of this group?

2. Your school administrator makes some very pointed and strong suggestions that you join the civic and business organizations of which he/she is a member. Why might you be professionally correct to decline his/her invitation?

3. A fellow teacher hears that you are making contact with the local labor union representing workers in your occupational specialty. The teacher warns that "you should not get mixed up with the union, because it is politically oriented and will involve you in controversy." Make a case for your maintaining liaison with the labor union.

4. A group from the Civic Center Association comes to you with a proposal for involving you and your students in their project for remodeling and improving the neighborhood center. Explain the criteria on which you would base your decision whether to work on this project or not.

5. If you are doing the work on your own time, should you as a teacher tell your administrator about the consulting service you are rendering to a small local neighborhood business? Explain your response.

6. Suppose you are to assume the responsibility of becoming the liaison person between the public library in your community and your own occupational training program. Describe some of the activities you might undertake to fulfill this liaison function.

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The local public health organization deals with a number of health concerns, all of which are vital to the life of the community. You, as an interested citizen and a professional person, may well want to become informed about public health problems and projects. Because of your education and training, you may be able to bring special abilities to the organization and provide insights that others may not have.

   For example, you may gain information about school health problems, drug problems of school-age youth, and safety and first aid techniques applicable to the school vocational laboratory. You can represent the school on public health matters and provide input and information about health and safety concerns of vocational education. This kind of mutual communication and cooperative effort can benefit the health organization, the vocational program, and you as an individual.

2. While it is very valuable for the teacher to become an active member of the community, the decision as to how this is to be done remains a personal one. It is affected by the individual teacher's personal needs, special abilities, particular interests, individual concerns, and values. The teacher also must budget resources of time and energy, using them to the best advantage.

   Simply having your name on a number of membership lists, or pleasing an administrator or supervisor are not legitimate reasons for joining organizations. A teacher may get helpful suggestions about community activities from an administrator or colleague, but these should be treated as suggestions, not requirements. In this situation, you should thank the administrator for bringing these worthy organizations to your attention, and assure him/her that you will certainly consider them as possible ways for you to become involved in community affairs.

3. Labor unions are vital and active parts of community life and are, therefore, certainly of proper interest to the teacher. Vocational teachers in particular need to know what is going on in the labor movement because it is of immediate professional concern. In some vocational areas, student trainees go directly from the vocational education program to membership in trade unions. Vocational teachers must, therefore, keep informed about union affairs and should also help union leaders keep informed about school programs.

   The fact that a particular local union may be involved in political programs and community controversy does not change the teacher's liaison responsibilities. It may, of course, affect the teacher's decision about whether to become personally active in the union. It is the right of every teacher, as it is of every citizen, to join organizations of one's own choosing, using one's best judgment as to their value and purpose.

4. Every request for assistance should be carefully considered and evaluated by the vocational teacher. It should not be accepted or rejected routinely or automatically, but on its own educational merits. Among the criteria that you can apply to this situation are the following.
   - Is there the opportunity to involve students in an activity in which they can learn or practice their specific vocational skills in a new setting?
   - Is there an opportunity to give students an experience that will lead to the personal growth and maturation that they need?
   - Can involvement in this civic project enhance the image of vocational education in the community and lead to greater community support for the program?
   - Is the project of such a nature that the school and vocational program would be proud to be associated with it?
   - Is time available so that the work of the project will not interfere with other instructional activities?
   - Would work on the project conflict with school regulations or policies?

5. It could be argued that what the teacher does outside of school hours is entirely his or her own business. The teacher, it might be said, has no obligation to inform the administrator about outside consulting activities any more than about other personal activities. As long as the teacher fulfills the obligations of instruction in the classroom and takes care of other assigned school duties, it can be argued that the administrator need not be informed or consulted.

   Most experienced teachers and administrators, however, would contend that it is both good professional policy and good for personal relations for the teacher to inform the administrator about any professional activities in which he/she is involved. In many ways, the teacher represents the school, even in outside consulting services, so the administrator needs to know how the school is being represented and that the activity is in accord with school goals and purposes. The administrator also needs to know about teacher consulting services in order to be able to answer inquiries, and for administrative reports and public relations purposes.

6. Your activities as a liaison person will, of course, be unique to your own occupational specialty and your own educational concerns. However, in formulating your response, you might have considered the following types of activities.
   - Suggest materials related to your occupational area that the library should acquire (e.g., books, magazines, reference works, pamphlets, record albums).
   - Suggest library services that may be valuable and helpful to vocational students (e.g., hours, reference services, library exhibits that will appeal to students).
   - Inform the library of forthcoming needs of vocational students (e.g., special reports, individual study assignments).
   - Learn about library services in order to inform students and other teachers.
   - Inform library staff about the vocational program, and offer services as appropriate.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Working with Community Members, pp. 6–12, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After locating businesses and organizations which relate to your vocational service area, plan how you could work with them.

You will be locating businesses and organizations in your community which relate to your vocational service area.

From the list of businesses and organizations relating to your vocational service area, you will be selecting three which you might be able to work with.

You will be completing the Community Involvement Questionnaire, pp. 21–25, concerning the three businesses and organizations you select.

You will be developing written plans for working with the three businesses and organizations you select.

You may wish to meet with an experienced vocational education teacher and/or a school or program administrator to discuss your plans for involvement with the businesses and organizations you select.

Your competency in developing plans for working with members of the community will be evaluated by your resource person, using the Planning Checklist, pp. 27–28.

Search through the telephone book, newspapers, local announcements, and other materials to locate businesses and organizations related to your vocational service area in your community with which you could work. In addition, ask peers, teachers, students, or others in the community for suggestions in locating firms and organizations.

Prepare a list of these groups under the following classifications.

- Businesses and Industries
- Business and Trade Organizations
- Employment Agencies
- Labor Organizations
- Community Organizations (civic, service, social)

Examine the list of businesses and organizations you have prepared. From the list, select one business or organization from each of three different classifications with which you could work. Your selection should be based on the relationship of the organization to your specific vocational area, and on your own personal interests and abilities.

The following questionnaire is designed to help you gather information on, and direct your thinking about, the three groups that you selected. Your responses should be based on information from other vocational teachers or peers, representatives of the organizations you selected, business or civic leaders, citizens of the community, and printed materials. Complete only those sections of the questionnaire that apply to the organizations you chose.

COMMUNITY INVOLVEMENT QUESTIONNAIRE

Business or Industry

1. What is the name of the business or industry?

   _____

2. What is the nature of the business or industry (product produced, service provided, etc.)?

   _____

3. How does it relate to your occupational area?

   _____

   _____

   _____

4. What type of factual information do you have (or have access to) that the business or industry could use?

   _____

   _____

   _____

5. How could you provide consultant services to the business or industry?

   _____

   _____

   _____

6. What suggestions could you make for their further study or research?

   _____

   _____

   _____

7. What information or experience could you gain from contact with this business or industry?

Community Organization (civic, service, or social)

1. What is the name of the organization?

2. What are the main purposes of the organization?

3. How do these purposes relate to your vocational service area?

4. How could you become a member?

5. What part could you play in the activities of the organization?

6. How could your membership in this organization help improve the image of your vocational education program?

7. How could you arrange to keep this organization regularly informed about the functions and activities of your vocational program?

8. What kind of orientation program could you plan to relate the vocational program to the goals and interests of the organization?

Business or Trade Organization

1. What is the name of the organization?

2. Who constitutes the membership of the organization?

3. What are the main purposes of the organization?

4. How do the purposes of the organization relate to your vocational service area?

5. How could you become a member?

6. What part could you play in the activities of the organization?

7. If you were not a member, how could you become acquainted with the key members of the organization?

8. How could you keep this organization regularly informed about the functions and activities of your vocational program?

9. What kind of orientation program could you plan to relate the vocational program to the goals and interests of the organization?

Employment Agency

1. What is the name of the agency?

   _____

2. How does this agency relate to your vocational service area?

   _____

   _____

3. How could you arrange to become acquainted with the staff members of this agency?

   _____

   _____

4. How could you assist them in placing graduates of your program?

   _____

   _____

5. What methods could you use to keep them informed about the vocational education program and its graduates?

   _____

   _____

6. How could you arrange to have the agency keep you regularly informed about current job opportunities?

   _____

   _____

   _____

7. What services is the agency prepared to provide the graduates of your vocational program?

   _____

   _____

Labor Union

1. What is the name of the labor union?

   _____

2. What is the business or industry in which this union operates?

   _____

3. How does this union relate to your vocational service area?

   _____

4. How could you become acquainted with the union leaders?

   _____

5. What functions and activities of your vocational education program might be of interest to union members or leaders?

   _____

   _____

6. How could you keep them regularly informed about your program activities?

   _____

   _____

7. What are some appropriate activities of your vocational program in which union leaders could participate?

   _____

   _____

   _____

8. What information or experience could you receive from your association with the union and its leaders?

   _____

   _____

   _____

On the basis of the information recorded on your questionnaire, develop written plans for working with the three groups you selected. Your plans should be formulated using the following criteria.

- Activities should be realistically related to your present teaching situation or to the situation in which you plan to teach.
- Activities should reflect your interests and special abilities.
- Activities should realistically take into consideration limitations of available time, energy, experience, personality, and abilities.

NOTE: If you are an inservice teacher, develop plans as an expansion of your present involvement in service and liaison activities. If you are a preservice teacher, develop plans which could be implemented in the teaching situation in which you plan to work.

You may wish to arrange through your resource person to meet with an experienced vocational education teacher and/or a school or program administrator. During this meeting, you could review your written plans for working with the businesses and organizations you selected, and discuss the following questions.

- Is the information about the organizations accurate, relevant, and sufficient to serve as a basis for planning?
- Are your plans attainable and complete, or are they unrealistic and inadequate?
- Are there potential problems and difficulties that should be anticipated?
- Are there possibilities and opportunities that have been overlooked?

After you have developed your written plans, arrange to have your resource person review and evaluate your plans. Give him/her the Planning Checklist, pp. 27–28, to use in evaluating your work.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher's plan for working with a business or industry:				
1. directly relates the business or industry to the teacher's vocational service area	☐	☐	☐	☐
2. indicates ways in which the business could be kept informed about the vocational program and its activities	☐	☐	☐	☐
3. describes the information or resources available to the teacher that the business could use	☐	☐	☐	☐
4. outlines ways in which the business could make information, resources, and experiences available to vocational students	☐	☐	☐	☐
5. indicates ways in which the teacher could provide consultant service to the business	☐	☐	☐	☐
The teacher's plan for working with a community organization (civic, service, or social):				
6. relates the purposes of the organization to those of the vocational program	☐	☐	☐	☐
7. describes ways in which the teacher could become involved in the activities of the organization	☐	☐	☐	☐
8. indicates ways in which the teacher could become acquainted with key members of the organization	☐	☐	☐	☐
9. includes a proposed program for orienting the organization to the purposes and activities of the vocational program	☐	☐	☐	☐
10. provides a method for keeping the organization regularly informed of vocational program activities	☐	☐	☐	☐
11. includes a description of services the teacher and/or students could provide for the organization	☐	☐	☐	☐
12. indicates ways in which the vocational program might receive assistance from the organization	☐	☐	☐	☐

	N/A	No	Partial	Full
The teacher's plan for working with a business or trade organization:				
13. relates the purposes of the organization to those of the vocational program	☐	☐	☐	☐
14. describes ways in which the teacher could become involved in the activities of the organization	☐	☐	☐	☐
15. indicates ways to relate the interests of the members of the organization to the activities of the vocational program	☐	☐	☐	☐
16. provides a method for keeping the organization regularly informed of vocational program activities	☐	☐	☐	☐
17. indicates ways in which the vocational program might receive information and/or assistance from the organization	☐	☐	☐	☐
The teacher's plan for working with an employment agency:				
18. identifies an employment agency experienced in placing workers in the teacher's vocational field	☐	☐	☐	☐
19. includes procedures for getting acquainted with the staff of the agency	☐	☐	☐	☐
20. describes means for orienting the agency to the vocational training program	☐	☐	☐	☐
21. provides for keeping the agency informed of vocational program graduates	☐	☐	☐	☐
22. includes procedures for obtaining information regularly from the agency on job openings and conditions of the labor market	☐	☐	☐	☐
The teacher's plan for working with a labor union:				
23. identifies a labor union specifically related to the teacher's vocational service area	☐	☐	☐	☐
24. provides a method for informing union leaders of the purposes and activities of the vocational program	☐	☐	☐	☐
25. indicates ways in which the teacher could meet key officials of the labor union	☐	☐	☐	☐
26. identifies ways in which union leaders could become involved in activities of the vocational program	☐	☐	☐	☐
27. outlines ways in which communication might be maintained and information exchanged between the union and the vocational program.	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All applicable items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Working with Community Members, pp. 6–12, revise your plan accordingly, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While working in an actual school situation,* work with members of the community.

As you fulfill your teaching duties, seek and accept opportunities to work with members of the community. This will include

- **maintaining liaison between your vocational program and one or more community groups or organizations (e.g., business or industry; civic, service, or social organizations; trade or nonvocational organizations; employment agencies; labor unions)**
- **providing service to the community by serving in a local organization or assisting with, or acting as a resource person for, a special community event**

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation for an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in working with members of the community.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Work with Members of the Community (G–8)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In providing service to the community by serving in a local group or organization, the teacher:						
1. checked school policy to determine whether participation in the group or community organization was appropriate	☐	☐	☐	☐	☐	☐
2. kept the school administration informed of activities of the group or organization	☐	☐	☐	☐	☐	☐
3. made information or resources available to the group or organization	☐	☐	☐	☐	☐	☐
4. became involved in the activities of the group or organization	☐	☐	☐	☐	☐	☐
5. participated as a member in the activities of the group or organization	☐	☐	☐	☐	☐	☐
6. encouraged or helped students to get involved in the group or organization	☐	☐	☐	☐	☐	☐
In providing service by assisting with, or acting as a resource person for, a special community event, the teacher:						
7. sought opportunities to provide assistance to those in charge of a special community event	☐	☐	☐	☐	☐	☐
8. served as a resource person for the special community event	☐	☐	☐	☐	☐	☐
9. personally participated in the special community event	☐	☐	☐	☐	☐	☐
In maintaining liaison with groups or organizations, the teacher:						
10. informed the group or organization about the vocational program and its activities	☐	☐	☐	☐	☐	☐
11. informed the group or organization of data or resources available to the teacher that they could use	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. requested that the group or organization make information, resources, or experiences available to vocational students	☐	☐	☐	☐	☐	☐
13. became acquainted with key members of the group or organization	☐	☐	☐	☐	☐	☐
14. arranged to receive information about the ongoing activities of the group or organization in which vocational students might participate	☐	☐	☐	☐	☐	☐
15. informed the group or organization of services the teacher and/or students could provide for the organization	☐	☐	☐	☐	☐	☐
16. represented the vocational program in a manner designed to improve communication and understanding between the group or organization and the vocational program	☐	☐	☐	☐	☐	☐
17. worked to make a contribution toward mutual understanding among professional people	☐	☐	☐	☐	☐	☐
18. kept the group or organization informed about vocational program graduates and trainees looking for employment	☐	☐	☐	☐	☐	☐
19. obtained information regularly from the group or organization on job openings and conditions of the labor market	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

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